

Special Education Services Questions

Directions: After completing the Team Preparation Checklist, as a team, consider the following questions to assist in making decisions about special education services:

1. Does the student require ongoing changes to the content or scope of the general education curriculum (e.g., less or more content at grade-level, or content at a different grade-level)?
2. Does the student benefit from typical instructional approaches used in the regular classroom?
3. What other instructional methods have worked well for this student in the past?
4. What adaptations to the delivery of instruction does the student need to pursue his or her IEP goals or identified parts of the general education curriculum?
5. Do proposed adaptations to the delivery of instruction or different instructional methods help the student “fit in” and be a member of the classroom or might they cause the student to stand out in negative or stigmatizing ways?

6. Did the IEP team consider transition services, as appropriate, depending on the age of the student?

7. Does the frequency, intensity, or combination of services being suggested as “special education” extend beyond what can be provided through the general education classroom, Educational Support System, or a Section 504 plan ?

Once the type of special education supports have been agreed to, the team needs to make decisions about the following issues:

- (a) How much time will it take to prepare for and implement them?

- (b) Which team members will be responsible for planning and implementing them?

- (c) What kinds of information will the team collect to determine whether the supports have been successful?

Team Comments/Decisions: